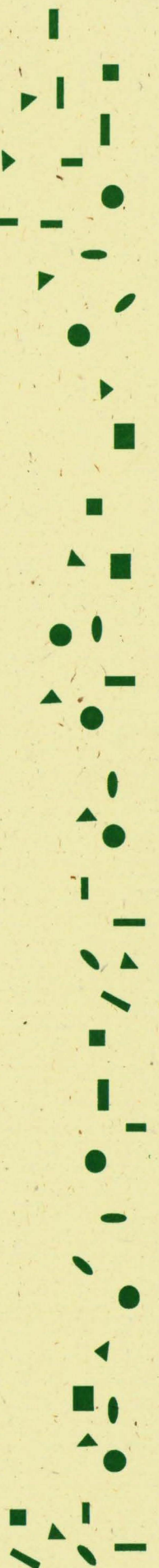




ACCESS CENTER ANNUAL REPORT 1996-97

Achievement Center
University of Minnesota
Duluth



**ACCESS CENTER
ANNUAL REPORT 1996-1997**

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GOALS

1. Secure funding for full-time executive secretary
 - Continue to collect data to support request
 - Educate administrators as to need
2. Promote student growth and independence
 - Educate students through workshops sponsored by Access Center
 - Develop and distribute disability booklets
 - Provide faculty/staff with information to better accommodate students with disabilities
3. Implement new notetaking system
 - Monitor the cost and effectiveness
 - Modify as needed
4. Continue to provide quality services to students, faculty, and staff
 - Provide direct services, guidance, and advocacy to students
 - Provide training and consultation to campus

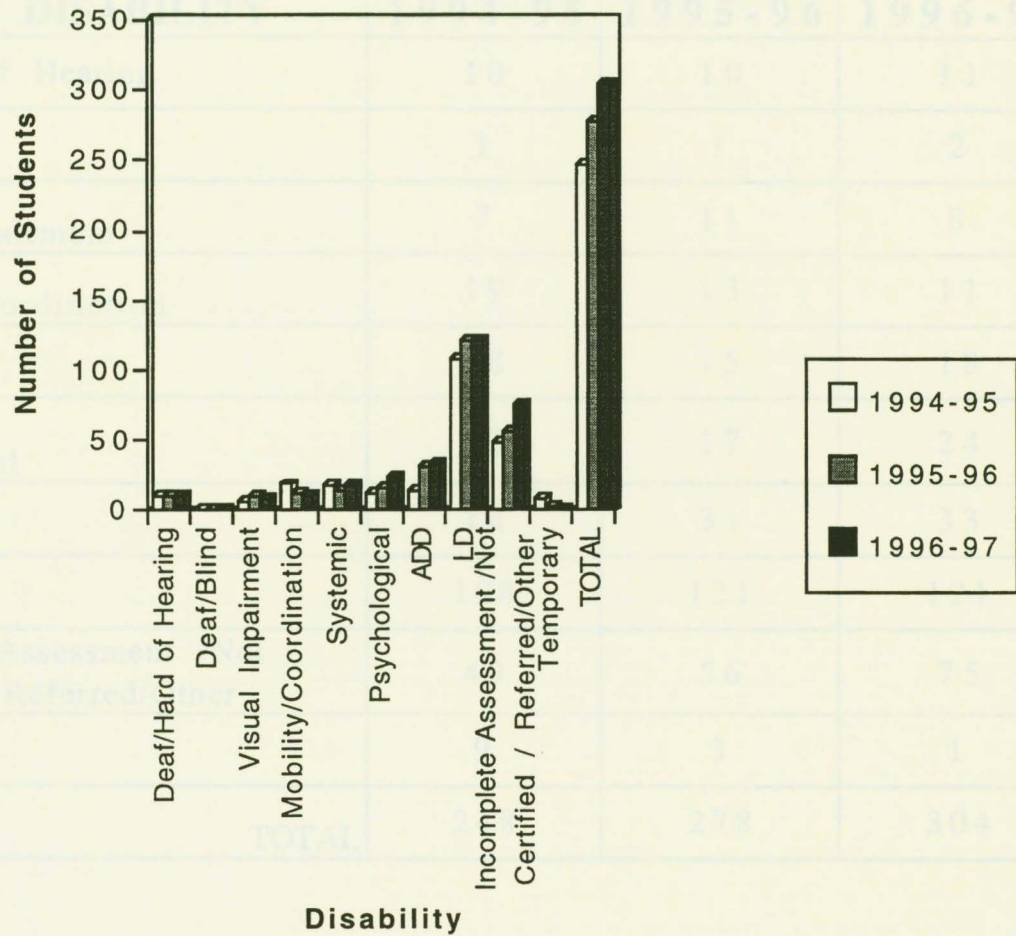
STAFF
1996-1997

Penny Cragun	Director
Judy Broman	Coordinator, Learning Disabilities Program
Nancy Diener	Coordinator, Deaf & Hard of Hearing Program
Pam Griffin	Coordinator, General Disabilities Program
Mary Dragich	Executive Secretary
Jody Elwell	Sign Language Interpreter
Dawn Peterson	Sign Language Interpreter
Doug Bowen-Bailey	Sign Language Interpreter
Judy Hlina	Sign Language Interpreter
Darrell Patterson	Sign Language Interpreter
Cassie Williams	Sign Language Interpreter
Kathleen Youngblom Quade	Sign Language Interpreter
Brian Ball	Work Study Office Assistant
Kate Burton	Work Study Office Assistant
Heather Dolan	Work Study Office Assistant
David Eyestone	Work Study Office Assistant
Elizabeth Mead	Work Study Office Assistant
Kari Willis	Work Study Office Assistant

STUDENTS BY DISABILITY

PRIMARY DISABILITY	NUMBER	PERCENT
Deaf/Hard of Hearing	11	3.6
Deaf/Blind	2	0.5
Visual Impairment	8	2.6
Mobility/Coordination	11	3.6
Systemic	18	5.9
Psychological	24	7.9
ADD	33	10.9
LD	121	40
Incomplete Assessment /Not Certified/ Referred/Other	75	24.7
Temporary	1	0.3
TOTAL	304	100

Students By Disability - 3 Years



STUDENTS BY DISABILITY--THREE-YEAR COMPARISON

PRIMARY DISABILITY	1994-95	1995-96	1996-97
Deaf/Hard of Hearing	10	10	11
Deaf/Blind	1	1	2
Visual Impairment	7	11	8
Mobility/Coordination	19	13	11
Systemic	18	15	18
Psychological	13	17	24
ADD	14	31	33
LD	108	121	121
Incomplete Assessment /Not Certified / Referred/Other	49	56	75
Temporary	9	3	1
TOTAL	248	278	304

STUDENTS BY STATUS

STUDENT STATUS	NUMBER	PERCENT
Freshman	55	18.1
Sophomore	53	17.4
Junior	52	17.1
Senior	119	39.2
Graduate School	14	4.6
Other	11	3.6
TOTAL	304	100
Prospective	48	
TOTAL	352	100

STUDENTS BY COLLEGE

COLLEGE	NUMBER	PERCENT
UC	4	1.3
CEHSP	89	29.3
CLA	100	32.9
CSE	44	14.6
SBE	29	9.5
SFA	22	7
GRADUATE SCHOOL	9	3
MEDICAL SCHOOL	7	2.4
TOTAL	304	100

IMPAIRMENT BY STATUS

Primary Disability	Sr.	Jr.	So.	Fr.	Other	Grad	Total
Deaf/Hard of Hearing	5	1	1	3		1	11
Deaf Blind	1			1			2
Visual Impairment	2	3			1	2	8
Mobility/Coordination	6	1	2	1		1	11
Systemic	7	6	2	2		1	18
Psychological	7	6	3	5	2	1	24
ADD	6	5	10	11	1		33
LD	58	14	23	21		5	121
Incomplete Assessment/Not Certified/Referred/Other	27	16	11	11	7	3	75
Temporary			1				1
TOTAL	119	52	53	55	11	14	304

IMPAIRMENT BY COLLEGE

Primary Disability	UC	CEHSP	CLA	CSE	SBE	SFA	GRAD	Other	Total
Deaf/Hard of Hearing		3	5	1	2				11
Deaf Blind		2							2
Visual Impairment		1	2	2			2	1	8
Mobility/Coordination		1	4	1	2	2	1		11
Systemic		2	8	4	1	2	1		18
Psychological	1	6	7	4	2	3	1		24
ADD	1	6	11	5	6	4			33
LD	1	37	41	19	14	6	2	1	121
Incomplete Assessment/Not Certified/Referred/Other	1	31	22	8	1	5	2	5	75
Temporary					1				1
TOTAL	4	89	100	44	29	22	9	7	304

IMPAIRMENT BY GENDER

PRIMARY DISABILITY	MALE	FEMALE	TOTAL
Deaf/Hard of Hearing	2	9	11
Deaf/Blind	0	2	2
Visual Impairment	5	3	8
Mobility/Coordination	3	8	11
Systemic	9	9	18
Psychological	8	16	24
ADD	20	13	33
LD	55	66	121
Incomplete Assessment/Not Certified/Referred/Other	31	44	75
Temporary		1	1
TOTAL	133	171	304
Prospective	39	9	48
TOTAL	172	180	352

ACADEMIC ACCOMMODATIONS 1996-97

ACCESS CENTER HOURS

Direct Services	92-93	93-94	94-95	95-96	96-97
Tutoring	1,786(a)	943	676	884	567
Notetaking	262*(a)	1,432	1,592	2,127	3,221
Taping/Miscellaneous	53	80	84(b)	117	215
Test Accommodations	510	631	619(b)	993	1,286
Interpreting	2,173	4,093	3,036(b)	1,392	1,841
* Does not include interpreter note taking hours.					
(a) Note taking and tutoring hours not separated.					
(b) Includes SS I and II 1994-95.					

ACADEMIC ACCOMMODATIONS 1996-97

STUDENTS USING . . .	FALL	WINTER	SPRING	TOTALS
Note taking (staff)	9	28	23	
(peer)	12	12	14	
Tutoring	29	24	15	
Reading/taping	4	3	7	
Test accommodations	63	56	55	
Interpreting	4	6	5	
TOTAL	121	129	119	
HOURS PROVIDED				
Tutoring	243	181	143	567
Notetaking (staff)	381	900	574	1,855
(peer)	570	426	370	1,366
Reading/taping	30	102	83	215
Test accommodations	497	402	387	1,286
Interpreting	540	730	571	1,841
TOTAL	2,261	2,741	2,128	7,130
NUMBER OF . . .				
Tests accommodated	347	296	277	920
Classes accommodated				
Note taking (staff)	15	45	25	85
(peer)	20	14	15	49
Interpreting	12	10	7	29
Tutoring	34	35	19	88
Reading/Taping	4	3	7	14
Test Accommodations		101	85	
Priority registrations				
Eligible	85	91	88	
Processed	61	70	66	

STUDENT CONTACTS

Counselor	Cancel/ No show	Case Review	Consult with Others	Letter	Group	One on One	Phone	Total
Judy Broman	25	31	53	31	36	563	135	874
Penny Cragun	109	40	57	48	45	549	28	876
Nancy Diener	11	1	45	37	3	148	10	255
Pam Griffin	16	0	161	176	36	811	185	1385
Total	161	72	316	292	120	2,071	358	3,390

1995-96/1996-97 COMPARISON

Students Using	95 - 96	96 - 97
Notetaking (staff)	61	60
(peer)		38
Tutoring	90	68
Reading/taping	10	14
Test accommodations	146	174
Interpreting	12	15
TOTAL	319	369
Hours Provided		
Tutoring	884	567
Notetaking (staff)	2,127	1,855
(peer)		1,366
Reading/taping	117	215
Test accommodations	993	1,286
Interpreting	1,392	1,841
TOTAL	5,513	7,130
Number of ...		
Tests accommodated	724	920
Classes accommodated		
Notetaking (staff)	91	85
(peer)		49
Interpreting	34	29
Tutoring	*	88
Reading/Taping	*	14
Test Accommodations	*	186
Priority registrations		
Eligible	222	264
Processed	154	197

ACCESS CENTER DIRECTOR ANNUAL REPORT 1996-97

Access Center Changes/Initiatives

There were no major changes in location or staffing for the Access Center during 1996-97. This was the second year for the Access Center to be located in the Library area. Minor improvements were made to the testing/tutoring rooms in an attempt to make them more sound proof. The changes did help but did not eliminate the transmission of noise from the corridor. Minor improvements were also made to the walls in Library 143A, Nancy Diener's office. We are still anticipating major remodeling once funding becomes available in the future. Staffing also remained constant, with the exception of the interpreting staff. Maureen Moose left her position in May 1996 and she was not replaced. Interpreting needs were met by the two remaining staff interpreters and five part-time interpreters. An internal change consisted in the reclassification of the Access Center's secretary, Mary Dragich, from senior secretary to that of executive secretary.

One Access Center initiative for 1996-97 involved the increased use of work-study students as a cost control measure. Five work-study student employees were hired in the fall and were used as test proctors/readers/scribes, as notetakers, and as general office assistants in the afternoons. Since the Access Center secretary is only here in the mornings, student employees served as receptionists most early afternoons. Work-study student employees also provided most of the test accommodations and some notetaking assistance. Our other student employees, the Teaching/Learning Assistants, continued to provide tutoring, notetaking, and test proctoring/scribing/reading which could not be covered by the work-study employees.

A pilot peer notetaking system was the second major initiative. During winter quarter, peer notetakers were recruited for the spring quarter. The peer notetakers were required to attend a training session, regularly attend class, and make their notes available for copying. A stipend of \$50 per class was given to each volunteer peer notetaker at the end of the quarter. Each student receiving notes was also required to attend a training session. This system will be fully implemented in the coming year, and staff notetakers will be used minimally. There will still be some cases for which a staff notetaker will need to be placed, but this will be decided on a case-by-case basis. It is anticipated that this peer notetaking system will allow the Access Center to adequately meet the growing number of notetaking requests of students within our limited budget.

The Access Center continued the development and use of the Academic Access Plan (AAP) during the past academic year. The Academic Access Plan helped Access Center counselors and students to cooperatively plan and put in place the appropriate services for each student. While use of the AAP varied somewhat from counselor to counselor, it proved to be a useful planning tool for all Access Center disability counselors. However, Access Center staff did not find the AAP useful as an evaluation tool.

Last summer the Access Center hosted a successful transition summer institute for college-bound high school students with disabilities in grades 9-12, their parents, and interested service providers. The Inter-agency Office on Transition Services of the State of Minnesota was the primary sponsor and provided a stipend of \$3,000 to the Access Center to cover the costs of arranging the institute. Pam Griffin was the UMD staff person responsible for coordinating the event; however, all Access Center counselors were involved. The institute, Get Ready, offered information and activities on team-building, career preparation, self-advocacy, community resources, and transition planning.

Administration

During 1996-97, Access Center counselors met regularly to discuss internal issues, service delivery, and needed changes. The Access Center continues to experience growth in the number of students served and in the delivery of direct services. In 1995-96, 278 students with disabilities reported a disability and were served by the Access Center; the number of students rose to 304 in 1996-97. The hours of notetaking provided by the Access Center continues to increase each year, from 1,592 in 1994-95, to 2,127 in 1995-96, to 3,221 in 1996-97. The volunteer peer notetaking system the Access Center piloted this spring quarter will be fully implemented in 1997-98. This new delivery system will be monitored for cost and effectiveness and modified as needed.

The other direct service area in which there is substantial growth is that of accommodated testing. In 1995-96 the number of accommodated tests almost doubled from the previous year, and this year saw an increase from 724 in 1995-96 to 920 in 1996-97. Again, because of budget constraints, the Access Center is using work-study student employees to deliver test accommodations as much as possible, instead of Teaching/Learning Assistants. The TLAs are hired as miscellaneous student employees, and the cost per hour is much greater than that of work-study students. However, TLAs will still be needed to deliver tutoring and some of the test accommodations. Each year the Access Center provides less tutoring to students (884 hours in 95-96; 567 hours in 96-97). This is due, in part, to the increased availability of tutoring in the Achievement Center,

but also is due to the Access Center's policy of limiting tutor support to those students who need intensive tutoring and are willing to commit to a consistent tutoring schedule. However, the increased reliance on work-study employees has meant increased scheduling and supervisory time by our Access Center secretary. I have attempted to secure funding to increase the secretarial position to full-time, but I have not been successful. Securing the funding will be the first of the Access Center's goals for 1997-98.

Other administrative duties included participation in the Group Leaders meetings of ASSL. These meetings have allowed me to become more knowledgeable about the other units in ASSL and to work more effectively within ASSL as a whole. I have also continued to participate in the Achievement Center meetings on a regular basis.

A new responsibility for 1996-97 was the supervision of the coordinator of the Women's Resource and Action Center (WRAC). Julie Bresnahan, a graduate student, filled this position in 1996-97 and I met periodically with her. I also became an active member of the WRAC Advisory Board, which plays an important role in the effective functioning of the WRAC.

Student Services

As one of four Access Center counselors, I continue to provide a substantial amount of student service; 876 student contacts were recorded for 1996-97. Assistance to students varies from short appointments to an hour long meeting, and can involve discussing and arranging needed accommodations, reviewing progress in courses, counseling, and advocacy. Part of my student contact involved providing information to, and meeting with, prospective students and their families. Assistance was also provided to the Admissions Office by reviewing the applications of students who disclosed a disability. This year 40 applicants with disabilities were tracked. Twenty-nine received an intensive, individual review before a recommendation was made. A decision to admit or not was done in a team approach; I worked primarily with Beth Esselstrom of Admissions, and in some cases, with the student affairs staff of the collegiate units. Additional assistance during spring orientation was given to incoming students who requested assistance with test accommodations and/or course selection.

This past year saw a large increase in the number of new students assisted. Eighty-two new freshmen or referred students were assisted in 1996-97 (as compared to 54 in 95-96). This increase was due, in part, to the increased number of students referred by the elementary and secondary education

departments; 26 such students were assisted. A similar process of screening, referral and assessment was followed as in previous years. Out of the 82 students, fifteen received complete assessments for a learning disability. Many of the students not diagnosed with a learning disability, either after a screening or a complete assessment, were referred for an evaluation for an attention deficit disorder. The following is a listing of the results of the 82 students referred:

1. Intake/Preliminary Support Only	20
2. Screening/ Exit	5
3. Screening/Referral for Add'l Evaluation	15
4. Assessment/Diagnosis of LD	6
5. Assessment/No LD Diagnosis	9
6. Assessment Incomplete	3
7. Referred with Previous Diagnosis	24*

* Includes new entering freshmen and transfer students.

As an Access Center counselor I also carried a caseload of currently enrolled LD and ADD students. The Academic Access Plan continued to be used with most students on a quarterly basis, to plan appropriate services on the basis of disability needs and enrolled courses. AAPs were completed with 35 students this past academic year. Priority advising sessions were conducted quarterly with most of these students.

The Access for All student group continued to be active this year and I continued to serve as an advisor to the group, along with Pam Griffin. The student officers took more of a leadership role this year, and the AFA planned and carried out a very effective Disability Awareness Day on March 24. Many hands-on, experiential activities were offered those students, staff, and faculty who attended the event. This spring the AFA and the Access Center again sponsored an awards banquet to honor graduating seniors and AFA members. However, this year the banquet was a cooperative event with the Achievement Center equity programs. The AFA also continued its Speakers Bureau. UMD students with disabilities spoke at many classes or conferences, either as part of a presentation by Access Center staff or as a student panel, without staff.

UMD/Community Interaction

An important aspect of the Access Center continues to be that of serving as a resource to the UMD campus. This past year I made, or participated in, nine presentations. I also participated for the second year in a transition night for Duluth special education students and their parents which was held at East High

School in the spring. I also continued to provide assistance and information to staff, faculty and community members. Questions and concerns ranged from general questions or issues on accessibility, ADA/504, Access Center services, to questions or issues about a specific situation.

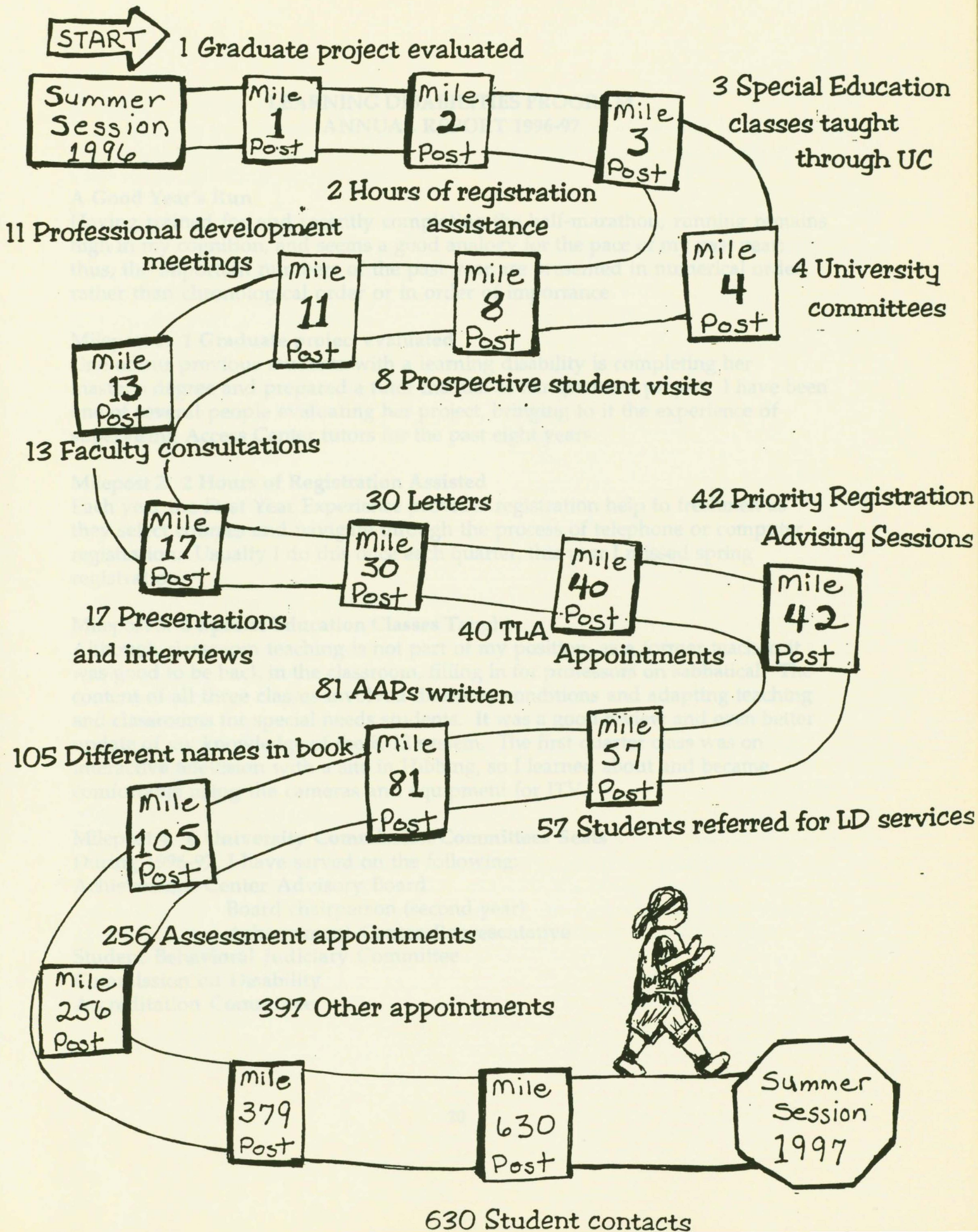
This was the second year that I served the wider UMD community by representing PA staff on the Professional Staff Council. The Council met regularly, usually twice a quarter, and sponsored one event each quarter.

Noell Reinhiller, a faculty member in the department of education, served as chair of the UMD Commission on Disabilities this past year. As Access Center Director I continued as an advisory member to the commission. All committees and commissions were reviewed by a committee appointed by the Chancellor this past year, but no directive has yet been given to the commission by the Chancellor as to its official status. John Hamlin (Associate Professor in the Department of Sociology) served as vice chair, and Jan Ringer (Health Services) served as secretary/treasurer. The following have been elected as officers for 1997-98: John Hamlin as chair, Jan Ringer as co-chair, and Mike Miller as treasurer.

Professional Development

Professional development was achieved by participating in a number of local and state conferences: three conferences/events sponsored by Northern Bridge, a networking group of professionals working with post-secondary students with disabilities; a spring MN AHEAD conference which focused on LD students; and a spring meeting on the TC campus of University of Minnesota disability services staff, as well as many shorter events or sessions on campus.

A Good Year's Run



LEARNING DISABILITIES PROGRAM ANNUAL REPORT 1996-97

A Good Year's Run

Having trained for and recently completing the half-marathon, running remains high in my cognition, and seems a good analogy for the pace of my past year; thus, the important numbers of the past year are presented in numerical order, rather than chronological order or in order of importance.

Milepost 1: 1 Graduate project evaluated

One of our previous students with a learning disability is completing her master's degree and prepared a tutor manual as her graduate project. I have been one of several people evaluating her project, bringing to it the experience of supervising Access Center tutors for the past eight years.

Milepost 2: 2 Hours of Registration Assisted

Each year the First Year Experience provides registration help to freshmen as they select courses and navigate through the process of telephone or computer registration. Usually I do this once each quarter; this year I missed spring registration.

Milepost 3: 3 Special Education Classes Taught

Although classroom teaching is not part of my position, as a former teacher, it was good to be back in the classroom, filling in for professors on sabbatical. The content of all three classes involved disability conditions and adapting teaching and classrooms for special needs students. It was a good review and even better update of my knowledge of the K-12 system. The first quarter class was on interactive television with a site in Hibbing, so I learned about and became comfortable using the cameras and equipment for ITV.

Milepost 4: 4 University Commission/Committees Seats

During 1996-97, I have served on the following:

Achievement Center Advisory Board

Board chairperson (second year)

Achievement Center Representative

Student Behavioral Judiciary Committee

Commission on Disability

Accreditation Committee

Milepost 8: 8 Prospective Students Visits

I met with eight prospective students and their families over the past year, answering student's questions and addressing parent's concerns while telling them about Access Center services.

Milepost 11: 11 Professional Development Sessions Attended

Besides staff development meetings on financial planning and physical training, I attended the following professional training sessions:

IDS: Technology and Education	Oct. 1
Semester Conversion	Dec. 5
Notetaking Meeting, Augsburg College	Jan. 13
Northern Bridge - Visual Impairments	Feb. 14
IDS: Syllabus on the Web	Feb. 18
Achievement Center Retreat	Feb. 21
Advisor Training	Mar. 19
WordPerfect Training	Apr. 7, 14
UMTC Annual Meeting	Apr. 21, 22
ITV Lecture: Attention Deficit Disorder	Apr. 28
Semester Conversion	May 6

Milepost 13: 13 Major Faculty Consultations

Faculty consultations occur when a faculty person has questions about a student's performance or the accommodations a student with disabilities has requested. I define a major consultation as one that includes an extended exchange of information, rather than a question about an exam or verification of a disabling condition. Often these consultations result in a referral for assessment of the student. In addition, I have 1-2 conversations per week with faculty regarding a specific exam or exam procedure.

Milepost 17: 17 Presentations and Interviews

Presentations made this year include those to Kathy Clark's TA classes, Bob Flagler's TA classes, a reading class, and a diversity class. I was interviewed by three students for information for papers and speeches. I also provided information to counselors from Duluth and Cloquet high schools, Independent Living, UWS, and to participants of the Early Transition Workshop in the summer of 1996.

Milepost 30: 30 Letters of Reference, Referral, Advocacy

Graduating students and TLA's need letters of reference, students with disabilities need letters of verification for national testing, and students being referred for additional evaluation need letters explaining their referral.

Referrals to UMD Health Services: Finding an appropriate referral for students who need evaluation for attention deficit disorder is an ongoing challenge. Penny and I have met with the counselors and physicians in Health Services and are now referring most of these students there for evaluation. The students find this much easier and more comfortable than "going downtown."

Milepost 40: 40 TLA Appointments

Most Teaching-Learning Assistants just stop in without an appointment with a quick question or comment. There were 40 occasions on which TLAs signed up for more formal meetings. Many of these were interviews for prospective TLAs, information sessions for new TLAs, or to ask questions about how to work with a particular tutee.

Milepost 42: 42 Priority Registration Advising Sessions

Students who use priority registration must first meet with department advisors and then their Access Center counselor before registering for their courses. These sessions can last a few minutes for upper division students who are well on their way to their degree or for more than an hour for students who haven't declared a major and are still unsure of their interests. Because I was out of town during winter registration, other Access Center counselors met with some of my advisees that quarter.

Milepost 57: 57 Students Referred to Judy for LD Services

Students with a variety of academic problems are referred to the Access Center Learning Disabilities Program. Over the past twelve months, students have been referred from all five colleges, University College, and the graduate programs. A new connection this year has been with the Medical School from which seven first- and second-year medical students referred for LD evaluation.

The outcome of these referrals changes each year. Fewer full assessments are done as more students are screened and referred for additional psychological/ADD evaluation. The following results were obtained categorizing my 57 referrals.

1. Intake/Preliminary Support	11
2. Screening/Exit	2

3. Screening/Referral	7
4. Assessment, Positive LD	14
5. Assessment, Negative LD	7*
6. LD assessment Incomplete	3
7. Referred with Previous Diagnosis	13

* Of these 7 students, test score profiles of 6 indicated possible learning difficulties and were referred for additional testing.

Milepost 81: 81 AAPs Written

The Academic Access Plan (AAP) continues to evolve as a planning tool, helping students become more knowledgeable about available services, decide which they need and how to access them, and take some ownership of planning. At the end of the quarter, the AAP helps evaluate the success of the accommodations used. Over the year, I wrote 81 AAPs, about 27 each quarter. Most were done during the first two weeks of the quarter, a few were written after a new diagnosis, a couple were "last minute" written just before finals.

Milepost 105: 105 Different Names in My Appointment Book

As with TLAs, often the students who need services just drop in or call to ask for tutors or change the time of a test. When more time is required or they want to be sure the counselor is available, students are encouraged to make appointments. Ninety-one students signed up for appointments with me last year with appointment times varying from a few minutes to two hours.

Milepost 256: 256 Assessment Appointments

Assessment uses a large amount of counselor time, and this year as in other years, the value of retaining this service is debated. Because academic counseling and assessment is not available elsewhere on campus, and is limited in the city, cutting this part of the program would leave a noticeable void in options for students having undiagnosed academic problems.

Milepost 379: 379 Appointments for Accommodation, Advising, and Advocacy

Requesting and discussing needed accommodations accounts for many student appointments. These are primarily students from my caseload requesting all variety of services: taped materials, notetakers, tutors, test accommodations, equipment use, room use, etc. Students on all caseloads make appointments to obtain or discuss tutoring.

Guidance and counseling is the next largest group of appointments. Students bring problem situations ranging from relationships with parents to how to drop

a class. Students with new diagnoses need time to ask questions about their disabilities, learn how to disclose it to others, talk about if and/or how well their accommodations are working, career issues, or ask about alternative strategies.

Advocacy is needed when the student's needs are not being met. The disability may need verification, the student's requests may be questioned, or other problems arise. Sometimes the student is unrealistic in his/her requests, and we advocate for the University. Because one of our goals for each student is self-advocacy, these appointments usually include sharing of information in addition to the phone call or letter needed by the student.

Milepost 630: **630 student contacts.**

Total number on appointments in my appointment book for 1996-97.

Goals for the Learning Disabilities Program

1. Continued high level of service to individual students and to the University.
 - a. Continue academic counseling of referred students
 - b. Continue assessments as deemed necessary
 - c. Promote students' growth in self-advocacy and independence
2. Initiate systematic study strategy training for new students.
 - a. Collect a variety of helpful strategies.
 - b. Meet with small groups of new students.
3. Budget time for professional reading and update.
 - a. One day every other week for reading and writing.
 - b. Continue with Bush writing group.
 - c. Acquire new handout materials.
4. Exploration and acquisition of new testing instruments.
 - a. Explore WAIS-R training
 - b. Research additional tests with college norms.
5. Outreach
 1. Rework LD/ADD presentation.
 - a. Recruit and groom students who have learning disabilities as speakers.
 - b. Re-do simulations.
 - c. Obtain copy of F.A.T. City video.
 2. Present IDS workshop on faculty/student interaction.
 3. Continue efforts to network with local high school personnel.

DEAF/HARD OF HEARING PROGRAM ANNUAL REPORT 1996-97

Deaf/Hard of Hearing Services

- I. Direct Services to Students
 - A. Interpreters
 - B. Notetakers
 - C. Priority Registration
 - D. Test Accommodations
 - E. Academic Advising and Counseling
 - F. Information and Referral
 - G. FM systems
 - H. TTY Access
 - J. AAPs
- II. Campus Accessibility
 - A. Physical Access
 - 1. Liaison to Housing regarding dorm room accommodations
 - 2. TTY accessibility
 - B. Program Access
 - 1. Interpreters, Notetakers provided for campus programs upon request
- III. Faculty Interaction
 - A. Instructor letters sent at beginning of each quarter
 - B. Ongoing liaison with instructors as need arises
- IV. Committee/Organization Memberships
 - A. UMD Campus
 - 1. Commission on Disabilities (ex-officio)
 - 2. Captioning Committee
 - B. Community
 - 1. Deaf Hard of Hearing Interagency group
 - 2. Northern Bridge
 - 3. St. Paul Technical College Interpreter Training Program Advisory Board - Northern Minnesota Rep.
 - 4. State of MN Quality Assurance Work Group
- V. Agency/Community Liaisons
 - A. DVR - WI
 - B. DRS - MN

- C. State of MN Deaf/Hard of Hearing Services Division
- D. Midwest Center for Post-Secondary Outreach
- E. ISD 709
- F. Duluth Children's Museum
- G. Lighthouse
- H. Helen Keller Institute
- I. Regional Service Center for Deaf and Hard of Hearing People
- J. Interpreter Referral Center
- K. National Association of the Deaf
- L. Minnesota Association of Deaf Citizens
- M. Registry of Interpreters for the Deaf
- N. Minnesota RID - Educational Interpreter SIG

VI. Trainings Provided

- A. Four Peer Notetaking Information Sessions
- B. Four Peer Notetaking Training Sessions
- C. Training for Work Study Students
- D. TTY operation training

VII. Presentations

- A. Five Presentations to SSP Tutor Training Classes
- B. Presentation to Special Education Class
- C. Panel Presentation, MN AHEAD Conference on Notetaking - Augsburg College
- D. Presenter, ISD 709 In-Service Training for D/HH staff & faculty
- E. Presentation to Northern Pine Girl Scout Troop #10
- F. Presenter, Marshall School Career Day
- G. Facilitator, question and answer session for Northern Bridge satellite Teleconference at Lake Superior College

VIII. Staff Development

- A. DeafBlind Workshop at the Lighthouse
- B. Supervisory Training - UMD
- C. MN AHEAD notetaking Conference
- D. Northern Bridge Quarterly Meetings
- E. Technology Expo - DRS

IX. Supervision

- A. Supervised Interpreter Staff:
 - 1. 2 interpreters at 75% time, (w/benefits), 9 month
 - 2. 5 part-time "miscellaneous" interpreters

- 3. 1-2 Freelance Interpreters on "NASTE" appointments
 - B. Partial responsibility for Supervision of Notetakers
 - 1. Staff TLAs
 - 2. Work study Students
 - 3. Peer Notetakers
 - C. Evaluations
 - 1. Interpreters
 - 2. Notetakers
- X. Collaborations
- A. Co-sponsor of National Theatre of the Deaf February production of "Curiouser and Curiouser" with UMD Theater Department
 - B. Organized NTD's Little Theatre of the Deaf production of "The World of Whys" with the UMD Theater Department, ISD 709, the RSC, the Duluth Playhouse, and the Duluth Children's Museum.
 - C. Collaborated with MRID to provide a location for the statewide Educational Interpreters bimonthly conference calls.
 - D. Collaborated with the NAD, MADC, and the RSC to host the National NAD Interpreter Evaluations in May.
- XI. Initiatives
- A. New Peer Notetaking Program piloted during Spring Quarter.
 - B. Established the framework for a physical training/evaluation program for staff interpreters to optimize working conditions and reduce the possibility of work related injuries.
 - C. Began work on the issue of captioned media for UMD
- XII. Other Responsibilities
- A. Liaison for ASL as second language requests/ information
 - B. Back-up, Sub Interpreter
 - 1. Orientation
 - 2. Special Projects/presentations/programs
 - 3. UMD Theater
 - 4. Classes
- XIII. Presentations
- 9/26/96: Presentation to Special Education Class
 - 11/5/96: Presentation to SSP Tutor Training Class
 - 11/7/96: Presentation to SSP Tutor Training Class
 - 1/13/97: Panel Presentation: MN AHEAD Conference on Notetaking
 - 1/24/97: Presentation: ISD 709 Staff In-Service Training for Staff/Faculty of its

Deaf/Hard of Hearing Program

- 2/11/97: Presentation to SSP Tutor Training Class
- 2/13/97: Presentation to SSP Tutor Training Class
- 3/17/97: Presentation to Northern Pine Girl Scout Council Troop #10
- 4/10/97: Presentation for Marshall School Career Day
- 5/6/97: Presentation to SSP Tutor Training Class
- 5/8/97: Facilitator, Q & A session, Northern Bridge Teleconference on services for Deaf/Hard of Hearing Students

Highlights of 1996-97

- ** High level of student satisfaction with academic support services provided by the Access Center Program for Deaf/Hard of Hearing students.
- ** Piloting a new Peer Notetaking Program, Spring 1997
- ** Co-sponsored the 2nd annual visit of The National Theatre for the Deaf 1997 touring production of "Curiouser and Curiouser"
- ** The coordinator's office walls were repaired during two weeks in September
- ** Many new collaborations, presentations, and initiatives (see list for more details).

Students

The Deaf/Hard of Hearing program served 11 Deaf/Hard of Hearing students, two DeafBlind students, and two prospective students for a total of 15 students. This number is down from two years ago, but consistent with 95-96. See tables for statistics.

Staffing

The staff for the Deaf/Hard of Hearing Program "down-sized" this year. One interpreter who was on a 75%, nine-month contract, left the Duluth area and she was not replaced, due to the lower number of students requiring sign language interpreting services. However, this position will need to be filled again for the 97-98 year, as the numbers of Deaf signing students in day school will increase. The coordinator continued on a 12 month, 75% time basis, two nine month, 75% time interpreters, and five hourly interpreters. This provided reasonable flexibility and depth to better serve the diverse and fluctuating needs of the students, faculty, and staff. Free lance interpreters were hired on an as-needed basis through a NASTE appointment when a request could not be filled by any of the staff interpreters. This was not a very efficient or convenient method to use for hiring freelance interpreters as it is time-limited (six months) and cannot be renewed. For 97-98, we will be exploring other alternative methods to hire freelance interpreters when needed.

An initiative was begun in the area of workers injuries for Staff Sign Language Interpreters. We are developing a pro-active program to enhance the physical

condition of interpreters to prevent the occurrence of work related injuries - a growing danger in this young profession.

Notetaking Program

Notetaking services continued to show rapid and significant growth this year for all Access Center students. This continued growth however, has signaled a need to further develop our policies and procedures regarding the provision and evaluation of notetaking service. For this reason, as well as budgetary considerations, the Access Center piloted a new notetaking program during Spring Quarter 97. It is a Peer Notetaking Program, developed with the following components: Notetaker Training required for both peer notetaker and student, tracking of hours provided and documentation provided to the peer notetaker for their portfolio of volunteer service, a small stipend provided at the end of the quarter, and the potential for peer notetakers to continue providing service in subsequent quarters.

The pilot program results look very promising for permanent implementation in the Access Center program, however, there are a few "kinks" which need to be worked out. First, the paper work processes involved must be streamlined for improved efficiency. Second, the process for providing stipend must also be more timely and efficient. Third, the process for copying and picking up notes needs to be polished up a bit.

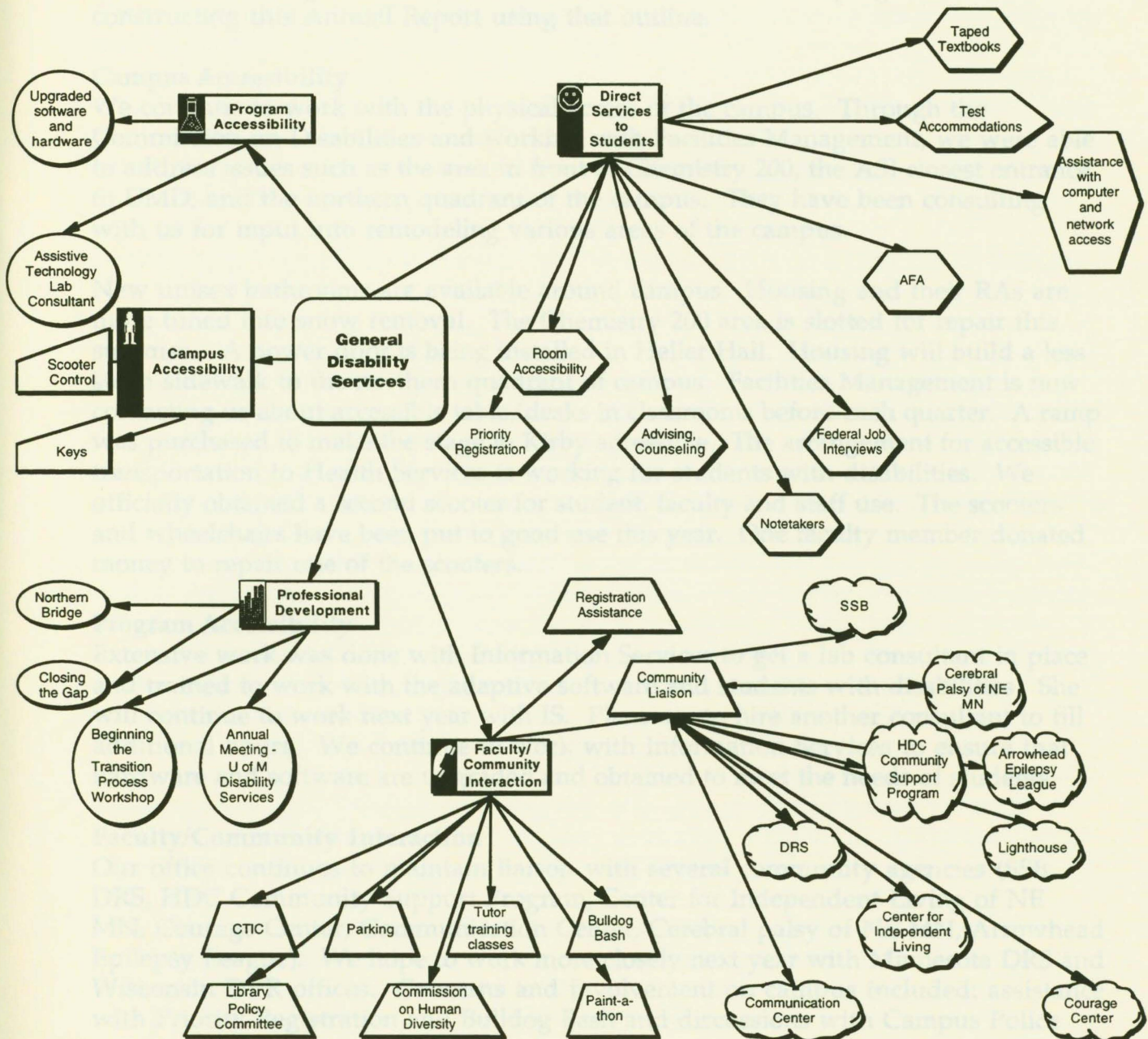
It is very likely that the Access Center will always provide a "two-track" notetaking delivery system, with staff notetakers continuing to provide notetaking services for those students who have particularly unique needs. It the goal of the Access Center however, to continue to move toward a goal that most of the notetaking services will be provided by peer notetakers.

Goals for 1997-98

1. Maintain high quality of support service provision.
2. Continue to develop and refine the Peer Notetaking system.
3. Continue to develop and refine the student tracking and reporting program.
4. Explore the issue of captioned media at UMD, and the ADA mandates regarding media in post-secondary institutions.
5. Continue to develop and refine the Staff Interpreter Physical Wellness program.
6. Hire a new Staff Interpreter before Fall 1997.
7. Explore hiring alternatives other than the "NASTE" for freelance interpreter needs.
8. Have all FM equipment reviewed, serviced, and any necessary purchases made in a timely manner.
9. Advocate for new TTY machines for the Access Center.



1996 - 97 ANNUAL REPORT GENERAL DISABILITY SERVICES



GENERAL DISABILITY SERVICES ANNUAL REPORT 1996-97

This report was first created using the beta version of Inspiration, a software program for visual learners. I am not obviously a visual learner so I, in turn, converted the diagram into an outline, another feature of the program, and am constructing this Annual Report using that outline.

Campus Accessibility

We continue to work with the physical access of the campus. Through the Commission on Disabilities and working with Facilities Management, we were able to address issues such as the area in front of Chemistry 200, the ASI closest entrance to UMD, and the northern quadrant of the campus. They have been consulting with us for input into remodeling various areas of the campus.

New unisex bathrooms are available around campus. Housing and their RAs are more tuned into snow removal. The Chemistry 200 area is slotted for repair this summer. A power door is being installed in Heller Hall. Housing will build a less steep sidewalk to the northern quadrant of campus. Facilities Management is now contacting us about accessible table/desks in classrooms before each quarter. A ramp was purchased to make the stage in Kirby accessible. The arrangement for accessible transportation to Health Services is working for students with disabilities. We officially obtained a second scooter for student, faculty and staff use. The scooters and wheelchairs have been put to good use this year. One faculty member donated money to repair one of the scooters.

Program Accessibility

Extensive work was done with Information Services to get a lab consultant in place and trained to work with the adaptive software and students with disabilities. She will continue to work next year with IS. Plans are to hire another consultant to fill additional hours. We continue to work with Information Services to ensure that hardware and software are upgraded and obtained to meet the needs of students.

Faculty/Community Interaction

Our office continues to maintain liaison with several community agencies (SSB, DRS, HDC Community Support Program, Center for Independent Living of NE MN, Courage Center, Communication Center, Cerebral palsy of NE MN, Arrowhead Epilepsy League). We hope to work more closely next year with Minnesota DRS and Wisconsin DVR offices. Concerns and involvement on campus included: assistance with Priority Registration and Bulldog Bash and discussions with Campus Police

about parking issues. I was also involved as a member of the Commission on Human Diversity working with the Forum and Budget committees and the Library Policy Committees. We have consulted with the Library staff and the architects about accessible furniture and software for the new library and will continue to monitor their progress.

The Access Center staff along with the AFA Speakers Bureau makes quarterly presentations on disability awareness along with tips on how to work with students with disabilities to the tutor training classes.

As a member of the local CTIC (Community Transition Agency Committee), I have been active this year on their executive board, chaired the Membership subcommittee, been a member of the Recreation Program Evaluation subcommittee, and worked on developing a brochure for the committee.

I always enjoy getting back in touch with faculty and staff before my contract starts August 16 by volunteering with the Paint-a-thon.

Direct Services to Students

This year I worked with 62 students with a number of various disabilities ranging from blindness or low vision to epilepsy to physical and psychological disabilities. Concentrated effort again was extended to those students with psychological disabilities that ensured that seven definitely kept on track and in school even with several hospitalizations in one case. An eighth student unfortunately found love in all the wrong places while another came to our office too late to take advantage of the services. Over 30 did regular check-ins while several just stopped by when they needed assistance. The traffic flow into the office has definitely increased. Services of priority registration, test accommodations, notetaking, taped textbooks, room accessibility, and advising and counseling are provided. I have found several non-traditional students who need assistance and time getting comfortable with computers. The consultant who works with students with disabilities in the computer lab has been helpful in meeting this need.

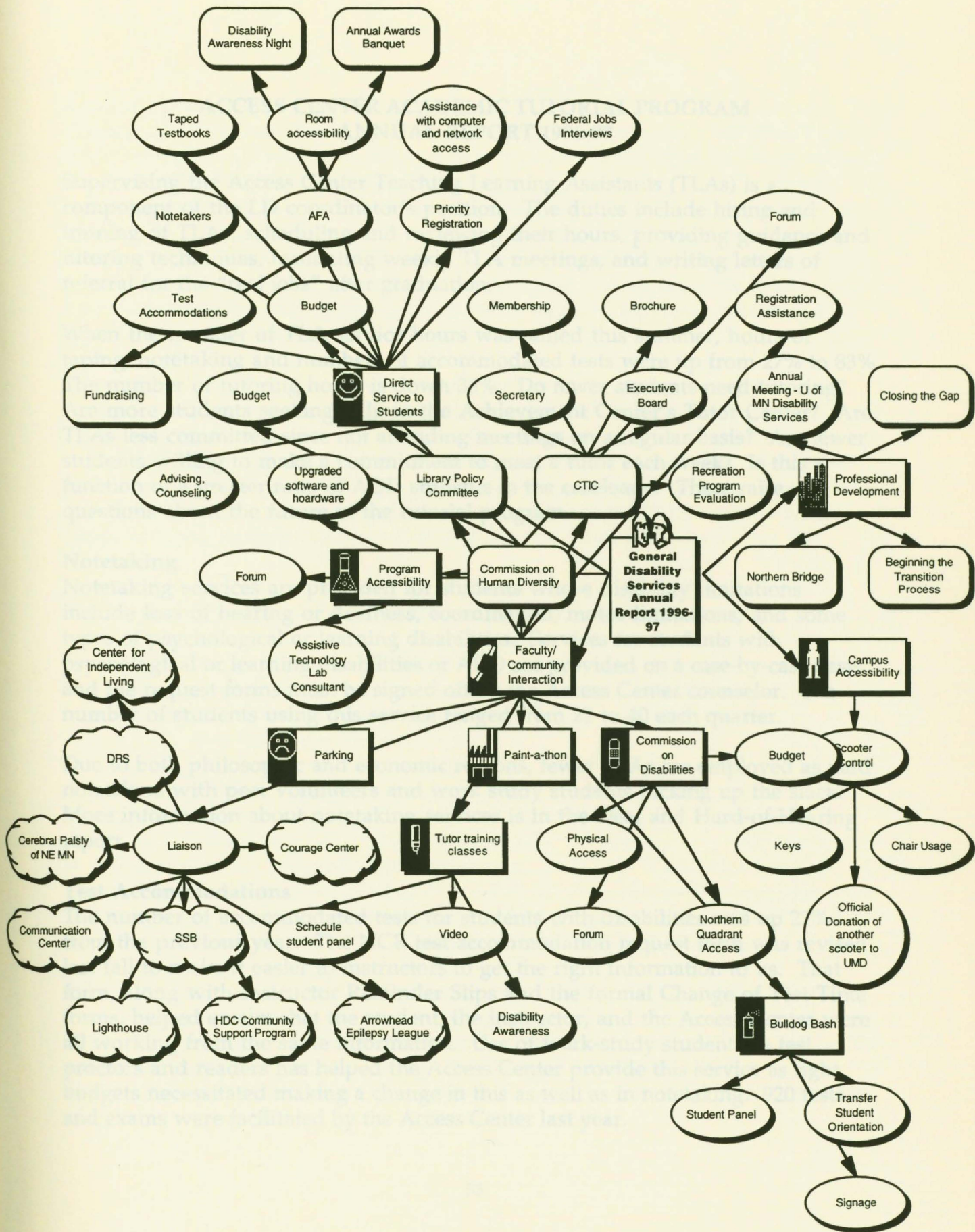
I also worked with Penny in advising the AFA group. Their Speaker's Bureau continues to be in demand. This year they sponsored a Disability Awareness Night that proved quite successful, a great experience for all.

This year I explored the idea of developing a separate support group for students with psychological disabilities and/or non-traditional students with disabilities but found students who felt they were interested in a support group were using community support groups. The non-trads were like many non-trads on campus

and found they had far too many things occupying their time and were not interested in another thing to do. Some were hooking up with the non-trad group on campus and felt that was working for them.

Professional Development

This year I attended the Technology Expo sponsored by DRS and local medical suppliers, Closing the Gap, Northern Bridge meetings and the Annual Meeting of Disabilities Services in the University system. I was part of a team (student, SSB staff and me) that won a scholarship to attend the Closing the Gap conference. We were able to look at and explore some of the latest in technology at the conference while trying to determine which might best meet the student team member's needs. I presented on the topic of accommodations for students with low vision or who are blind at a Northern Bridge meeting and assisted in setting up the satellite teleconference on accommodations for students who are deaf or hard of hearing at another.



ACCESS CENTER ACADEMIC TUTORIAL PROGRAM ANNUAL REPORT 1996-97

Supervising the Access Center Teaching Learning Assistants (TLAs) is a component of the LD coordinator's position. The duties include hiring and training of TLAs, scheduling and reviewing their hours, providing guidance and tutoring techniques, facilitating weekly TLA meetings, and writing letters of referral for the "real jobs" after graduation.

When the number of TLA service hours was tallied this summer, hours of taping, notetaking and numbers of accommodated tests were up from 27% to 83%. The number of tutoring hours is down 36%. Do fewer students need tutoring? Are more students seeking help in the Achievement Center's Tutor Center? Are TLAs less committed since not attending meetings on a regular basis? Are fewer students willing to make a commitment to meet a tutor each week? Is this a function of a greater ratio of ADD students in the caseloads? These raise questions about the future of the tutorial program.

Notetaking

Notetaking services are provided for students whose disability limitations include loss of hearing or deafness, coordination/motor limitations, and some types of psychological or learning disabilities. Services for students with psychological or learning disabilities or ADD are provided on a case-by-case basis and the request forms must be signed off by the Access Center counselor. The number of students using this service ranged from 21 to 40 each quarter.

Due to both philosophic and economic reasons, fewer TLAs are employed as paid notetakers with peer volunteers and work study students picking up the slack. More information about notetaking services is in the Deaf and Hard-of-Hearing report.

Test Accommodations

The number of accommodated tests for students with disabilities was up 27% from the previous year. The NCR test accommodation request form was revised last fall to make it easier to instructors to get the right information to us. That form, along with Instructor Reminder Slips and the formal Change of Test Time forms, helped ensure that the student, the instructor, and the Access Center were all working from the same information. Use of work-study students as test proctors and readers has helped the Access Center provide this service as tight budgets necessitated making a change in this as well as in notetaking. 920 tests and exams were facilitated by the Access Center last year.

Reading/Taping

Requests for taped materials for college students with disabilities are growing at UMD as well as across the nation. To help this need, Recording for the Blind and Dyslexic (RFB&D) began offering "institutional memberships" which allows a college to pay for a set number of books that can be ordered and used as needed. The Access Center purchased a 25-book membership last year and (after we clarified with them that UMD and UMTC were two different schools) the membership has proved to be a fast and convenient way to get taped books. We had used our quota of books by early in spring quarter and have purchased a membership at the next level for the coming year.

All students who need taped texts use RFB&D as their primary source for textbooks. When the books are not available from RFB&D, students can sometimes get their books on tape from State Services for the Blind (SSB). As with RFB&D, students must meet disability requirements; however, they must have their own SSB membership to use this service. SSB tapes books as needed and their level of service is excellent. When materials are not available from either of these, student employees, both TLAs and work study, will tape the material.

The breakdown of provided taped materials for 1996-97 is as follows:

Number of books from RFB&D	27
Number of books taped on campus	14
Hours of student reading/taping (up 83% from 1995-96)	215

Tutoring

The number of hours of content area tutoring provided by the Access Center dropped 36% this year. Most of the students who do use tutoring continue to use it well and give the program high evaluations. Although it's always been an Access Center policy to not provide "drop-in" tutoring, counselors emphasized it this year by encouraging students who are not willing to make a commitment of time for the entire quarter to use the Tutor Center services.

However, for many LD and ADD students, drop-in tutoring is not the complete answer; they are also in need of counseling or coaching and changing their approach to studying. This group remains a challenge as they often do not see the need to use either source of tutoring. The Access Center staff and the Tutor Center staff met several times in the fall and winter to talk about how to combine

our programs to meet some of the more individualized needs of our students, but have not been able to articulate a workable plan.

A major change was made in the tutor program over the past year, which did not prove successful. Tutors were no longer required to attend weekly meetings after attending them for one quarter. This meant that all training was rushed. If I were gone or had another commitment on the day of the tutor meeting, that topic was washed. If there was a more pressing issue, the original topic was washed. If there were questions raised by the tutors, we were again off schedule. There was good attendance at meetings in the fall, but many winter meetings had only two or three tutors present, making discussions difficult. A more important consequence was that I lost contact with many tutors, making supervision difficult.

Plans for the Coming Year

The coming year will be a pivotal year for the tutorial program. I feel some major changes will need to be made and that the program by next year may be much smaller but I hope much better.

1. Re-establishing supervision is of prime importance. Rather than actual meetings, we may have virtual meetings. The training information would be provided by e-mail, possibly with Netscape readings and assignments. There will have to be some response needed each week, an acknowledgment of the training or electronic homework or possibly a chat-room for TLAs. This will also facilitate making "housekeeping information" available to them.
2. The virtual meetings will be supplemented by personal meetings. A meeting at the beginning of the quarter will be required as will one at the end. I am also toying with the idea of requiring TLAs turn in their time sheets in person during one of several designated office hours.
3. More contact with the tutees may be another important, but currently missing, piece of the equation. E-mail messages will be tried.
4. Evaluations of the tutor program will be especially important as these decisions are made.

APPENDIX

Access Center Brochure

Notetaking Handbook (cover and table of contents)

Test Accommodation Form

How can I find out more about the Access Center?

For more information, contact:

Access Center - Disability Services
134, 138 Library
University of Minnesota Duluth
10 University Drive
Duluth, Minnesota 55812
(218) 726-8217
Fax (218) 726-6244

Penny Cragun, Director
(218) 726-8727
email: pcragun@d.umn.edu

Nancy Diener, Coordinator
Deaf and Hard of Hearing Services
(218) 726-8709 (voice)
(218) 726-7380 (TTY)
email: ndiener@d.umn.edu

Judy Broman, Coordinator
Learning Disabilities Services
(218) 726-7965
email: jbroman@d.umn.edu

Pam Griffin, Coordinator
General Disability Services
(for students with physical, visual,
or psychiatric disabilities)
(218) 726-6101
email: pgriffin@d.umn.edu

Visit Our Home Page
<http://www.d.umn.edu/access>

**This information is available in
alternative formats upon request.**

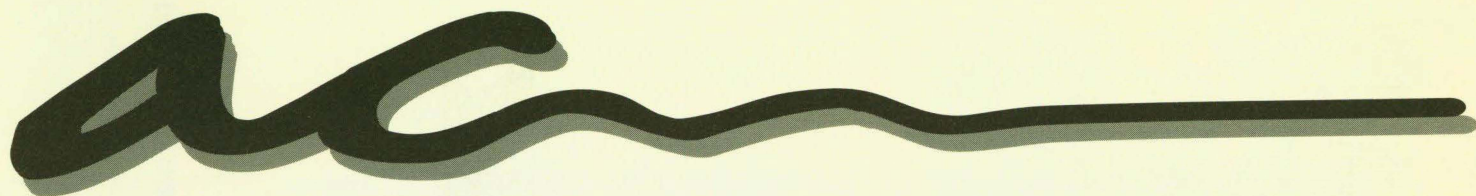
**The University of Minnesota is an equal
opportunity educator and employer.**



**access center
disability services**



University of Minnesota Duluth



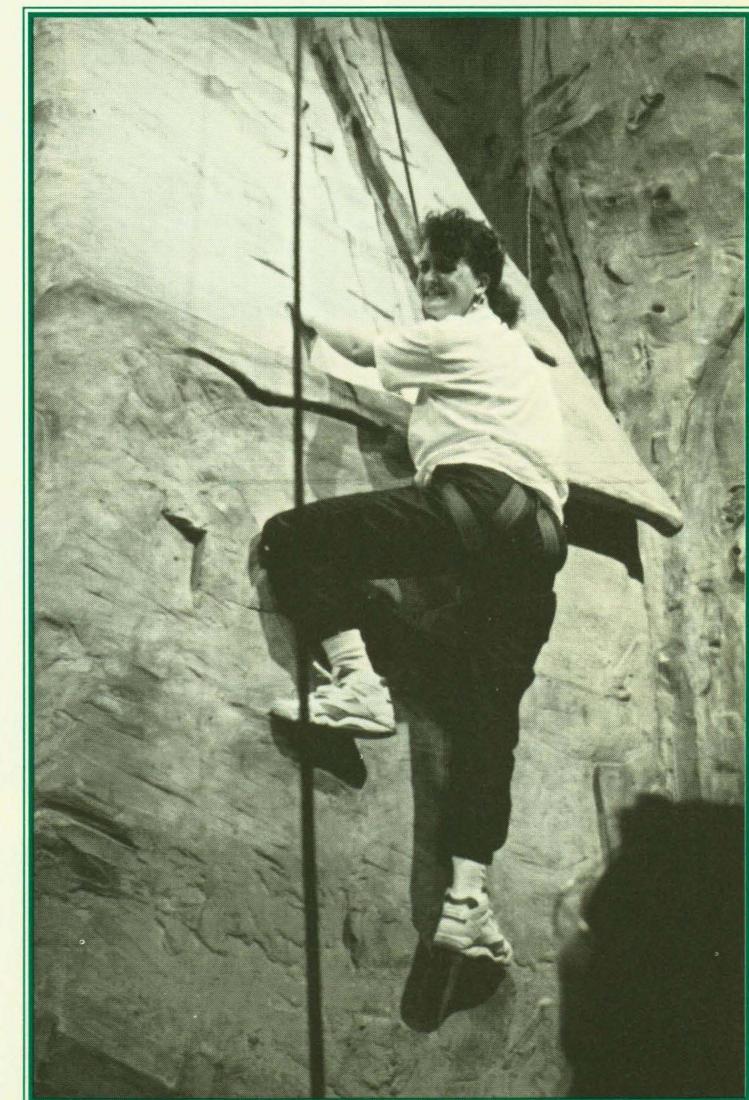
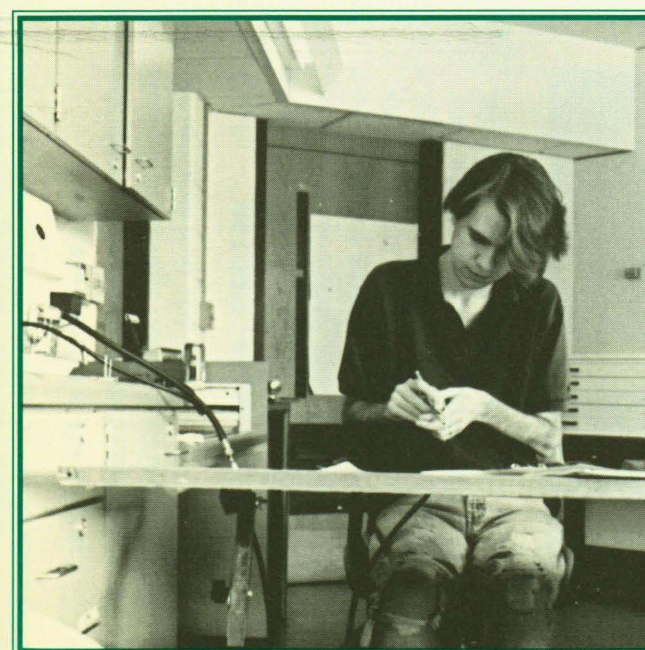
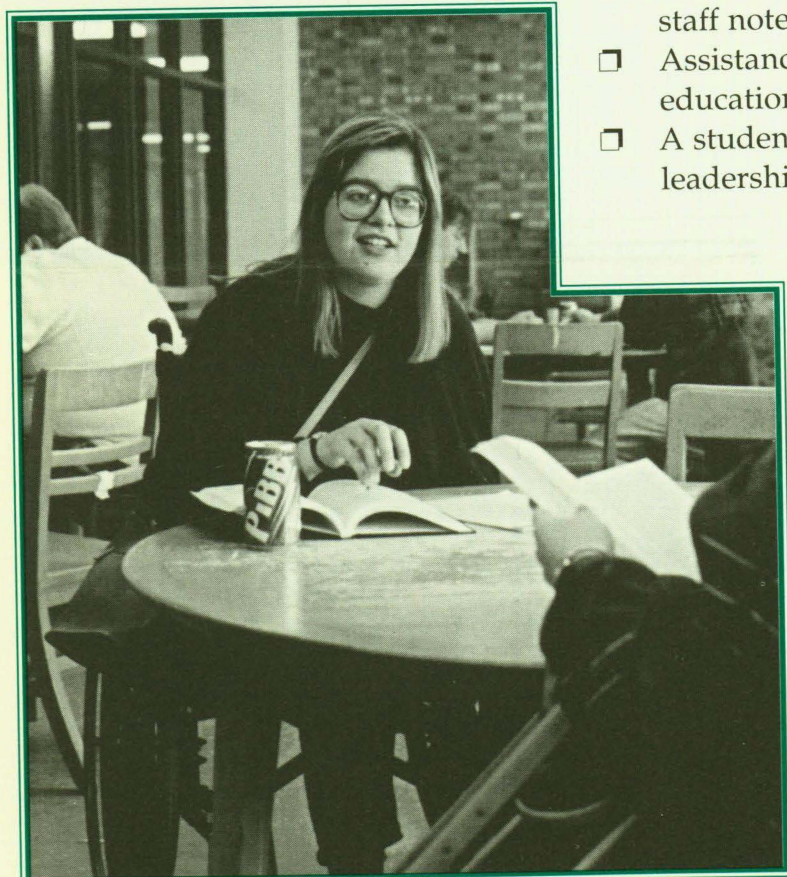
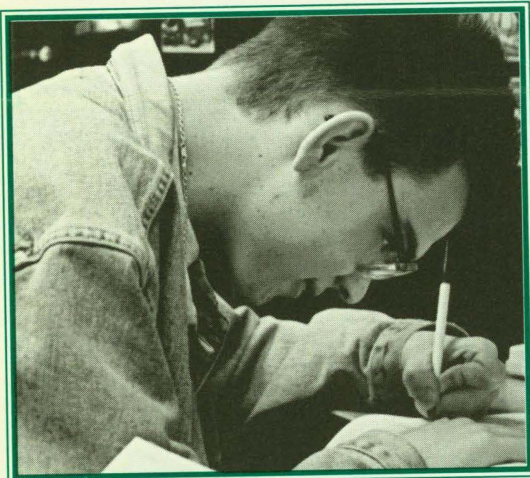
What services are available for students with disabilities?

That's what the Access Center is about! The Access Center is a component of the Achievement Center, a department at UMD committed to making college life more successful.

The Access Center promotes both academic and physical access to students with disabilities, providing services on an individual and flexible basis.

Some of the services we offer:

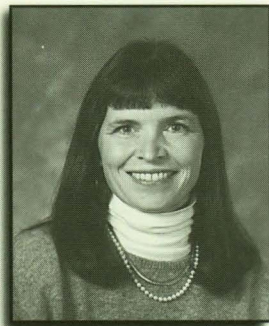
- ☐ General academic advisement, counseling, and/or referrals for specific needs.
- ☐ Arrangements for course accommodations.
- ☐ Solving accessibility problems.
- ☐ Priority registration.
- ☐ Assistance in arranging alternative testing and evaluation methods.
- ☐ Interpreters for academic courses and extra-curricular campus activities.
- ☐ Course-specific tutorial assistance.
- ☐ Assistance in note taking through a volunteer/peer or staff notetaker.
- ☐ Assistance in securing taped textbooks and other educational materials.
- ☐ A student group, Access for All, providing support and leadership opportunities.



Adults with disabilities are legally entitled to pursue higher education. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of a disability against persons in any program or activity receiving or benefiting from federal funds. Section 504 and the Americans with Disabilities Act require that these institutions also make reasonable accommodations for students with disabilities. These mandates apply to learning disabilities as well as physical, sensory, and psychiatric disabilities. At UMD, the Access Center helps students get the accommodations they need.



JUDY BROMEN
Learning Disability Services



NANCY DIENER
Deaf & Hard of Hearing Services



PAM GRIFFIN
General Disability Services

The University of Minnesota Duluth is a medium-sized, liberal arts university committed to excellence in programs, academics and service. UMD offers preprofessional programs for many professions, baccalaureate degrees in accounting and business, fine arts, liberal arts, education, natural and social sciences, engineering and technology, and master's degrees in many areas.

All of UMD's academic buildings are interconnected, making these buildings a barrier-free, climate controlled environment.

UMD is located in Duluth, a unique and picturesque city in northern Minnesota at the western end of Lake Superior. Duluth offers a wide variety of cultural opportunities, including its own symphony, ballet company, playhouse and art institute. The surrounding area offers year-round outdoor and wilderness experiences. Duluth, and UMD, are easily accessible by interstate or by air.



PENNY CRAGUN
Director

They are yours for the asking!

Unlike in high school, you as a college student must take the responsibility to request the services that you need.

At UMD, we ask that you

- Identify yourself to the Access Center and provide verification of your disability.
- Inform your instructors of your needs at the beginning of each quarter.
- Keep in touch with the Access Center so that your needed accommodations can be arranged in a timely manner.



JODY ELWELL
Sign Language Interpreter



DAWN PETERSON
Sign Language Interpreter



MARY DRAGICH
Secretary



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UNIVERSITY OF MINNESOTA DULUTH

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Handbook for Notetakers

Access Center

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University of Minnesota Duluth
Access Center - Disability Services
Test Accommodations Form

Student: _____ Phone: _____ Date: _____
Instructor: _____ Office: _____ Phone: _____
Course #: _____ Course Name: _____
Building/Room: _____ Class days & time: _____

Test date: _____ Test time: _____
1. _____
2. _____
3. _____
4. _____
Final _____

Quizzes (dates and times): _____

Time allowed for test:
Regular time allotted: _____ hour _____ min
Accommodated time: _____ hour _____ min
Total time: _____ hour _____ min

Note: The Access Center staff does not recommend unlimited time.

Accommodations:
____ Reader ____ Large print ____ Scribe
____ Sign language interpreter ____ Proofreader ____ Extra time/quiet space
____ Other: _____ ____ Needs to be alone

DS staff signature: _____ Student signature: _____

Student may use:
____ Calculator ____ Computer ____ Open book
____ Notes/formulae ____ Dictionary
____ Other: _____

Other test instructions/restrictions: _____

Delivery instructions:
____ Delivery by proctor ____ Hold for pick up
Address for return: _____

Instructor signature: _____

